Relationships and Sex Education (RSE) Policy

Beckfoot Oakbank

Approved by:	Chris Ray	**Date:** Jan 2021
Last reviewed on:	July 2022	
Next review due by:	June 2023	

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Contents

School Policy Statement

At Oakbank Beckfoot, it is our priority to ensure that all students access a curriculum that inspires all learners to be confident communicators, knowledgeable and expert learners, committed community contributors and future-ready young people. Relationship and sex education (RSE) forms a key part of their curriculum experience and Personal Development education. Today's children and young people are growing up in an increasingly complex world. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy, both physically and mentally, including risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.   These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make meaningful contributions to society.

1. Aims
The aims of relationships and sex education (RSE) at our school are to:

- Enable pupils to learn about what makes healthy relationships, including with family, friends and online, how to recognise unhealthy behaviours in relationships and how to seek help if they feel unsafe.

- Support pupils to develop self-respect, confidence and empathy.

- Provide a framework in which sensitive discussions can take place.

- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.

- Teach pupils the correct vocabulary to describe themselves and their bodies.

- Teaching will be age appropriate and will respect the diversity of families and faith in our community. **RSE is not about the promotion of sexual activity.**

2. Policy development
This policy will be developed in consultation with staff, pupils and parents as required by the Department for Education.   We are committed to on-going consultation with families and stakeholders throughout the evolution of our school's relationships and sex education programme. This process involved the following steps:

- *Trust Review – a working group of senior leaders from across the Trust, pulled together all relevant information including national and local guidance.*

- *Parent/stakeholder consultation – parents and any interested parties are invited to complete a survey, offer comment on the policy, look at examples of resources, and make recommendations.*

- *Pupil consultation – we will speak to pupils about the skills they would like to learn.*

- *Ratification – once amendments are made, the policy was ratified by the Local Schools Committee (LSC) and this was notified to the Trust Board.*

3. Statutory requirements

From the summer term 2021, all secondary pupils must be taught relationships and sex education. This applies to every school whether it is maintained, academy, free school or independent.

4. Links to other policies and curriculum subjects

No opportunity is missed by staff to reinforce, teach and deliver the RSE curriculum, covering the breadth of our curriculum.

Open Minds is a wide-reaching, weekly curriculum provision that is 'well considered and comprehensive' (Ofsted 2018) and it embraces all elements of Relationships, Health and Sex Education covering the statutory requirements. The lessons are delivered by an Open Minds teacher each week The Y7-Y10 lessons are tiered to ensure the information and learning is age-appropriate.

It is delivered covering specific topics such as: Y7 Relationships, love, managing friendships and understanding their changing bodies and handling emotions. Y8 learn about respectful relationships, identifying prejudice and stereotyping as well keeping themselves healthy through diet and positive mental health. In Y9 and Y10 students build on solid foundations to learn about contraception, revisit consent, understand about stress and alcohol and different types of addiction can affect individuals. Students also learn about County Lines, abortion and adoption as well as the law and the legal implications of sexting and consent. A diverse range of inclusive and diverse relationships are modelled directly and indirectly through models, examples and case studies in all Open Minds topics.

Form tutor time and assemblies complement, reinforces and is closely linked to our Open Minds curriculum. The vast majority of statutory requirements for RSE and Health education requires pupils to learn about the main changes which take place in adolescence, and implications for emotional and physical health. This is mainly delivered through the PE curriculum, the CIAEG tutor programme, assembly programme as well as drop-down days and events delivered by expert external providers.

The Science curriculum includes teaching about reproduction in humans including the male and female reproductive systems, menstrual cycle, fertilisation, gestation, birth, infections and responses (including HIV/AIDS) as well as puberty talks.

The curriculum for Computing covers e-safety. This includes how to use technology responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

There continues to be no right of withdrawal from any part of the school curriculum except for sex education lessons.

The content of relationships education is supported by our Anti-Bullying policy, Trust Equality, Religious and Cultural Needs policy, and Child Protection and Safeguarding Policy.

5. Delivery of RSE
RSE will be inclusive for all pupils, sensitive to all family and faith backgrounds and pupils' own identities. It will be respectful of all protected characteristics under the Equality Act 2010. Protected characteristics are age, disability,

gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy and maternity. The school environment reflects, values and celebrates the diversity of our community.

Across all key stages, pupils will be supported with developing the following skills:

- Becoming knowledgeable and expert learners
- Committed community contributors
- Confident communicators
- Future ready learners

Skills and knowledge will be taught in an age-appropriate way. Teaching methods are a combination of sharing information, facilitating discussions and exploring issues and values. Lessons will be delivered either by teaching staff within lessons or assemblies, by form tutors through a CIAEG programme or by expert outside agencies via drop down days or smaller group sessions.

The Department for Education has set out guidance on what children should learn by the end of secondary school, under a series of themes which are set out below. Some themes will recur throughout key stages 3 and 4, others will be delivered in the most appropriate year only. Parents have the right to withdraw their children from lessons on sexual intimacy, sexualised behaviour and sexual health, as detailed in section 7.

Families

- There are different types of committed, stable relationships
- How these relationships contribute to happiness and their importance for bringing up children
- What marriage is, including its legal status compared to other types of long-term relationships
- Why marriage is an important relationship choice for many couples and why it must be entered into freely
- The characteristics and legal status of other types of long-term relationships
- The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting
- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe and, how to seek help or advice, including reporting concerns about others

Respectful relationships

- Characteristics of positive and healthy friendships (including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending (non-sexual) relationships
- Practical steps for a range of contexts to improve or support respectful relationships.
- How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

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- In school and in wider society young people can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs.
- Different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help.
- Some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
- What constitutes sexual harassment and sexual violence and why these are always unacceptable.
- Legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal.

Online and media

- Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts including online.
- Online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online.
- What to do and where to get support to report material or manage issues online.
- Sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- Sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail.
- How information and data is generated, collected, shared and used online.

Being safe

- The concepts and effects of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM.
- How people can actively communicate and recognise consent, and how it may be withdrawn, in any context.

Intimate and sexual relationships, including sexual health

- How to recognise the characteristics of healthy one-to-one intimate relationships
- All aspects of health can be affected by choices related to sex and relationships, positively or negatively.
- Facts about reproductive health, including fertility and the potential impact of lifestyle on fertility.
- Strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others.
- Young people have a choice to delay sex or to enjoy intimacy without sex.
- Facts about the full range of contraceptive choices, efficacy and options available.
- Facts around pregnancy including miscarriage.
- Choices in relation to pregnancy (with medically and legally accurate, impartial information on all options)
- Sexually Transmitted Infections (STIs), the impact they can have on those who contract them and key facts about prevention and treatment.
- How the use of alcohol and drugs can lead to risky sexual behaviour.
- Sources of advice, including how to access confidential sexual health advice and treatment.

6. Roles and responsibilities

6.1 The Trust Board

The Beckfoot Trust Board is responsible for ensuring that all schools have an agreed policy in place and holds the head teacher to account for its implementation.

6.2 The Local Schools Committee

The Local School Committee will approve the relationships education policy for each school and will review the progress on its implementation with the headteacher.

6.3 The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing any requests to withdraw pupils from sex education components of RSE (see section 7). The head teacher is also responsible for ensuring that any young person who was previously withdrawn from sex education but wishes to receive it during the 3 terms before they turn 16 is provided with sex education.

6.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way, taking account of pupils' cultural and faith backgrounds.
- Modelling positive attitudes to RSE, as with any other subject.
- Monitoring children's learning in-order to ensure they make progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the sex education components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to seek support.

6.4 Pupils

Pupils are expected to engage fully in relationships education lessons and treat others with respect and sensitivity, as we expect all the time in school. We ensure that that all aspects of RSE is tailored to the needs of all children and amendments to teaching materials made to ensure that the content is accessible. Staff are mindful that a particular need may leave a young person more vulnerable to exploitation and, therefore, preparation for adult life will be particularly important.

7. Working with Parents

The school works in close partnership with parents and understands that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Inform parents about the school's RSE policy and practice.
- Answer any questions that parents may have about the RSE of their child.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.
- Parents have the right to withdraw their children from those aspects of Sex and Relationship education, not included in the Science Curriculum.

Parents' right to withdraw

Parents have the right to withdraw their children from the sex education components of RSE. That means the lessons that cover physical aspects of sexual development and intimate relationships, and sexual health. Requests for withdrawal should be put in writing and addressed to the head teacher. A copy of withdrawal requests will be placed in the pupil's file. The head teacher will discuss any such request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from sex education.

See Appendix 1: Parent form: withdrawal from sex education within RSE

8. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.   The head teacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

9. Confidentiality and Safeguarding

Teachers understand that, to some extent, confidentiality during RSE lessons must be acknowledged so that young people feel that they are in a 'safe space' where they can ask questions. Lessons should reinforce that, if pupils have any personal concerns or wish to talk about any of the issues raised in the lesson, they should feel comfortable speaking to their class teacher or another member of the staff about this.

Each Open Minds lesson and booklet contains signposting information for students to support them in finding further advice, guidance and information about any topics.

Where there are safeguarding issues raised school staff are aware of their responsibility to share the information and follow statutory procedures in accordance with the Trust Child Protection and Safeguarding Policy to protect and keep pupils safe.

10. Monitoring arrangements

The delivery of RSE is monitored by Chris Ray (Deputy Headteacher) through:

- Quality assurance of resources delivered as part of the Open Minds and tutor programme.
- Learning walks of tutor time and Open Minds.

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- Work scrutinies alongside Faculty Leaders and Teaching and Learning Team.
- Work with external providers to ensure drop-down sessions and visits are age appropriate and high quality.
- Work with student leaders to evaluation the quality of the provision.
- Quality assurance of the assembly programme.

Pupils' development in RSE is monitored by Chris Ray (Deputy Headteacher), class teachers as part of our internal assessment systems.

This policy will be reviewed by Chris Ray (annually). At every review, the policy will be approved by the governing board, Local Schools Committee, and Liz Hart (Acting Headteacher).

Appendix 1: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			

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Parent signature	

<table>
<tr><td colspan="2" style="background-color:#152a48; color:white;">TO BE COMPLETED BY THE SCHOOL</td></tr>
<tr><td>Agreed actions from discussion with parents</td><td>*Include notes from discussions with parents and agreed actions taken.*
Include plans for where student will be during the lesson time and what learning they will complete during this time.</td></tr>
<tr><td colspan="2" style="background-color:#152a48; color:white;">TO BE COMPLETED BY THE SCHOOL</td></tr>
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